DOCUMENT RESUME

ED 036 034 EC 004 965

TITLE	GROUPING FOR INSTRUCTION. EXCEPTIONAL CHILDREN BIBLIOGRAPHY SERIES.
INSTITUTION	COUNCIL FOR EXCEPTIONAL CHILDREN, ARLINGTON, VA. INFORMATION CENTER ON EXCEPTIONAL CHILDREN.
SPONS AGENCY	OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF EDUCATION FOR THE HANDICAPPED.
PUB DATE	NOV 69
NOTE	5P.
EDRS PRICE	EDRS PRICE MF-$0.25 HC-$0.35
DESCRIPTORS	ABSTRACTS, ACCELERATION, *BIBLIOGRAPHIES, *EXCEPTIONAL CHILD EDUCATION, GIFTED, *GROUPING (INSTRUCTIONAL PURPOSES), HANDICAPPED CHILDREN, IDENTIFICATION, RESEARCH PROJECTS, SPECIAL CLASSES

ABSTRACT

NINE ABSTRACTS PROVIDE INFORMATION ON GROUPING FOR INSTRUCTION INCLUDING RESEARCH REPORTS, ACCELERATION, SPECIAL CLASSES, AND THE GIFTED. INFORMATION IS PROVIDED ON USING THE BIBLIOGRAPHY AND ON PURCHASING THE SINGLE DOCUMENTS OR THE BIBLIOGRAPHY. (JM)

ED036034

EXCEPTIONAL CHILDREN BIBLIOGRAPHY SERIES

GROUPING FOR INSTRUCTION

November 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE

CEC INFORMATION CENTER ON EXCEPTIONAL CHILDREN

The Council for Exceptional Children
1499 Jefferson Davis Highway, Suite 900
Arlington, Virginia 22202

An Educational Resources Information Center and member of the Special Education IMC/RMC Network

ED041956

ED036034

GROUPING FOR INSTRUCTION

November 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1499 Jefferson Davis Highway
Arlington, Virginia 22202

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.

The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Instructional Materials Centers Network for Handicapped Children and Youth (IMCNHCY). In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

The abstracts in this bibliography have been retrieved from the computer stored information of the CEC Information Center on Exceptional Children. Abstracts represent the Center's complete holdings on the topic as of the date indicated.

How to Read the Abstract

Each abstract contains three sections---bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

How to Use the Indexes

Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

How to Purchase Documents

For documents available from their publishers, information on price and address is included in the abstract.

Many documents may be purchased in microfiche (a 4" x 6" microfilm card containing up to 70 pages of information) and/or hard copy (readable size photo reproduced pages) reproduction from the ERIC Document Reproduction Service. For example, "EDRS mf" indicates the document may be purchased in microfiche reproduction and "EDRS mf, hc" indicates the document may be purchased in both microfiche and hard copy reproduction.

To determine purchase price for hard copy multiply the document's number of pages by $ .05, then add $ .10. To determine purchase price for microfiche, use the table below. For example a 44 page document in hard copy would cost $2.30 (44 x $ .05 + $ .10) and in microfiche would cost $ .25.

To order document reproductions, provide the ED number of the desired document, the number of copies being ordered, and the type of reproduction desired (microfiche or hard copy). Payment must accompany orders totaling less than $5. Add a special handling charge of $ .50 to all orders. The ERIC Document Reproduction Service is registered to collect sales taxes. Orders from states which have sales tax laws should include payment of the appropriate tax or tax exemption certificate. A 25 percent service charge, calculated to the nearest cent, must accompany orders from outside the United States, its territories, and possessions.

Orders should be sent to:

ERIC Document Reproduction Service
National Cash Register Company
4936 Fairmont Avenue
Bethesda, Maryland 20014

No. of Pages	Cost of Microfiche	No. of Pages	Cost of Microfiche
1 - 57	$ .25	548 - 617	$2.25
58 - 127	.50	618 - 687	2.50
128 - 197	.75	688 - 757	2.75
198 - 267	1.00	758 - 827	3.00
268 - 337	1.25	828 - 897	3.25
338 - 407	1.50	898 - 967	3.50
408 - 477	1.75	968 - 1037	3.75
478 - 547	2.00		

ABSTRACT 1

EC 000 818 ED 013 697
Publ. Date 66
Franseth, Jane; Koury, Rose
Survey of Research on Grouping as Related to Pupil Learning.
Office Of Educ., Washington, D.C., Bur. Elem. Sec. Educ.
OE-20089
EDRS not available

Descriptors: exceptional child research; administration; grouping (instructional purposes); ability grouping; heterogeneous grouping; individual differences; learning; educational research; elementary grades; emotional development; group dynamics; grouping procedures; homogeneous grouping; literature reviews; nongraded classes; nongraded systems; peer groups; social development; values; sociometric techniques; student grouping; student teacher relationship; gifted; mentally handicapped; Joplin Plan

The research that has been done in the area of grouping in the classroom and school system is explored. Nationwide studies on grouping practices in the elementary school are reviewed. Ability and heterogeneous grouping (broad, medium, and narrow range classes, and the Joplin Plan) are compared, and varieties of ability grouping are explored. The effect of ability grouping on achievement motivation is reviewed with reference to superior and low ability students. The range of individual differences, group situations as they influence the individual learner, the nongraded concept, and the need for flexibility in grouping are treated. Sociometric patterns in ability and heterogeneous classes and the effects of sociometric techniques for grouping are discussed. Grouping effects on social and emotional development, on basic human values, and on the development of human potentialities are described. Information is also provided on pupil-teacher interaction and learning. A summary of findings and conclusions is presented. References are cited. This document is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for $0.40. (JA)

ABSTRACT 2

EC 002 236 ED 019 796
Publ. Date Nov 67 13p.
Wardrop, James L. And Others
Research and Development Activities in R|I Units of Two Elementary Schools of Manitowoc, Wisconsin, 1966-1967.
Wisconsin Univ., Madison, Res. Dev. Ctr. Cognitive Learn.
OEC-5-10-154
EDRS mf,hc

Descriptors: exceptional child research; language arts; mathematics; achievement; grouping (instructional purposes); grade 3; grade 4; spelling; individualized programs; ability grouping; homogeneous grouping; experimental groups; conventional instruction; educational research; learning characteristics; heterogeneous grouping; individual instruction

Activities of research and instruction units in two Manitowoc, Wisconsin, elementary schools during the 1966-67 school year are reviewed. Results of two controlled experiments conducted in the units are reported and evaluated. In one study the performance of 82 third grade pupils from one school homogeneously grouped for arithmetic instruction was compared with that of third grade pupils in a class of all ability levels. The three homogeneous groups (high, average, and low ability) and the control group (heterogeneous) were taught with the same text for 16 weeks. Each teacher taught each of the four groups for a period of 4 weeks. All pupils were tested on three arithmetic tests. Results showed that students of average ability-achievement perform better in homogenous groups, students of low ability-achievement perform better in heterogeneous groups, and high ability-achievement students perform well under either grouping condition. Individualized and traditional spelling instruction at the fourth grade level were contrasted in the second experiment. Fifty-seven subjects were separated by sex and ranked by spelling ability. One-half of each group served as controls and used the traditional curriculum. The experimental group followed a commercially developed individualized program. Spelling lessons were given 15 minutes a day for 15 weeks. The teachers alternated classes every 3 weeks. Effects of the instructional programs were not significantly different from each other. However, students participating in the experiment gained 2 1/2 times the expected gain on a standardized spelling achievement test. The teachers felt that participation in the experiment provided motivation for the students and probably accounts for the achievement gains. (AA/RS)

ABSTRACT 3

EC 001 325 ED N.A.
Publ. Date Apr 67 5p.
Darrah, Joan
Diagnostic Practices and Special Classes for the Educable Mentally Retarded: A Layman's Critical View.
Council For Exceptional Children, Washington, D. C.
EDRS not available
Exceptional Children; V33 N8 P523-7 Apr 1967

Descriptors: exceptional child education; administration; mentally handicapped; program evaluation; educable mentally handicapped; special classes; research needs; regular class placement; grouping (instructional purposes); placement; research reviews (publications); student evaluation

Since cited research indicates that placement of the educable mentally retarded does not produce greater learning, improved social adjustment, or more constructive participation in society, the justification for maintaining such classes is questioned. Diagnostic criteria used by the California State Department of Education in placing students in special classes are examined and found to be educationally sound. A review of research on adult adjustment, academic training, and social adjustment of retardates shows no apparent advantage of special classes. However, the responsibility for justification of the special classes system is placed with the professionals in special education at colleges and universities whose future research can evaluate the effectiveness of education for the retarded. (SB)

ABSTRACT 4

EC 001 091 ED N.A.
Publ. Date 63 120p.
DeHaan, Robert F.
Accelerated Learning Programs.
Center For Applied Research In Education, Inc., New York, New York, The Library Of Education
EDRS not available

Descriptors: exceptional child education; gifted; creativity; acceleration; enrichment; identification; teacher role; accelerated programs; learning theories; underachievers; administration; curriculum planning; individual characteristics; personality; evaluation techniques; grouping (instructional purposes); teaching methods

The definition, characteristics, benefits, and objectives of accelerated learning programs are presented; the definition and description of candidates considers the origin of a definition and a composite portrait of a gifted student. The role of the teacher and of objective tests in the identification of the gifted includes the tentative nature of the procedures, the identification of nonintellectual talents, and the role of personality factors. Curriculum areas discussed are mathematics, science, foreign languages, and social studies; a problem solving approach to planning is provided. Definitions and pros and cons are given for enrichment, acceleration, and grouping programs; also mentioned are principles of enrichment, community programs, and an example of planning administrative arrangements. A historical sketch and a survey of school programs for the gifted, reports of visits to schools with programs, and an evaluation of accelerated learning programs are included. Also discussed are the following: theories about learning, problems raised by the theories, teaching creative thinking, the role of the teacher, motivation and underachievement, the Talent Preservation Project, and the Superior Talented Student Project. (RP)

ABSTRACT 5

EC 002 484 ED 026 762
Publ. Date 65 534p.
Barbe, Walter B.
Psychology and Education of the Gifted: Selected Readings.
EDRS not available
Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016 ($4.50).

Descriptors: exceptional child education; gifted; administration; environmental influences; individual characteristics; achievement; identification; educational strategies; intelligence factors; family (sociological unit); learning characteristics; creativity; attitudes; experimental programs; acceleration; advanced placement; early admission; enrichment programs; grouping (instructional purposes)

An overview of educational and psychological literature concerning the gifted is presented in 55 papers with editorial comments. The historical development of the study of the gifted and cultural attitudes are first considered. Discussions of the effectiveness of various screening methods for identifying the gifted include evaluation of creative, social, and other nonintellectual factors; suggestions are given for providing an optimal environment. Theories are discussed about hereditary and environmental influences on mental ability with ideas for conserving and increasing our supply of superior mental talent. Writings on the characteristics of eminent scientists, unstable geniuses, superior college students, and younger gifted children are included in a consideration of the gifted individual's intellectual, social, and emotional characteristics. Special programs to help develop and encourage giftedness, such as acceleration, enrichment, and homogeneous grouping are described and evaluated; current issues and needed research are considered; and teacher qualities judged effective in aiding creative growth are discussed. (RM)

ABSTRACT 6

EC 001 655 ED N.A.
Publ. Date Feb 66 19p.
Gallagher, James J.; Rogge, William
The Gifted. Chapter II, Education of Exceptional Children.
Illinois University, Urbana
EDRS not available
Review Of Educational Research; V36 N1 P37-55 Feb 1966

Descriptors: exceptional child research; gifted; identification; individual characteristics; learning; attitudes; sex differences; grouping (instructional purposes); acceleration; honors classes; independent study; counseling; grading; curriculum; underachievers; adjustment (to environment); disadvantaged youth; research reviews (publications); family environment

Research published between February 1963 and June 1965 on the gifted is summarized here. Studies reported are on identification and definition; characteristics, including learning, attitude and personality, and sex differences; and curriculum and program adjustments, including grouping, acceleration, independent study and honors, teacher training, grading and prediction, and counseling and careers. Also reviewed is the literature on perceptions of the gifted by others, underachievement (including family and intervention), and talent and the culturally disadvantaged (including intelligence and social environment). An assessment of the 3 years of research and a 75-item bibliography are provided. (JD)

ABSTRACT 7

EC 000 422 ED N.A.
Publ. Date Sep 66 4p.
Dale, D.M.C.
Units for Deaf Children.
London University Institute Of Education, England
EDRS not available
Volta Review; V68 N7 P496-9 Sept 1966
Reprint From The Times Educational Supplement, London.

Descriptors: exceptional child education; aurally handicapped; classrooms; class size; classroom design; economic factors; social factors; teaching methods; team teaching; regular class placement; special classes

Integration of deaf and normally hearing children in the schools is considered. An experiment in New Zealand which provides a small room for six to eight deaf students adjacent to a regular class is described; provisions of the program include two teachers, combined classes for most subjects, and special help in communication skills for the deaf. Advantages mentioned are the social benefits to the children and the economic advantages of having the children live at home rather than in a boarding school. A floor plan of the classrooms is provided. (RP)

ABSTRACT 8

EC 001 425 ED 027 648
Publ. Date Jul 63 29p.
Runyon, Richard P.
Early Identification of the Gifted through Interage Grouping, Part II. End of Year Report.
Plainedge Public Schools, New York
New York State Department Of Education, Albany
EDRS mf,hc
EP-A-47-61

Descriptors: exceptional child research; gifted: grouping (instructional purposes); attitudes; achievement; self concept; creativity; student attitudes; child responsibility; tests; friendship; peer relationship; academic achievement; arithmetic; reading; language; elementary school students; grade 2; age differences

Eight second grade students (mean IQ 120) who were randomly placed in either interage or traditional classes were given sentence completion tests and a uses test in an effort to assess the subjects' attitudes toward school, sense of responsibility, self concept, and creative thinking ability. The California Achievement Test was given in October and again in May. Analysis of the test results indicated that the attitudes of interage children toward school were more favorable than the attitudes of children in a straight grade class (p less than .05). Students in interage groups appeared more likely to initiate positive learning experiences in the absence of the teacher and were more likely to solicit student help when needed (p less than .01). There was no significant difference in self concept between interage subjects and the control groups, nor in creative ability as measured by the uses test. The California Achievement Test results for interage students when in first grade showed no significant academic gain over the control students (p less than .01), but for second graders the interage group was significantly better only in arithmetic (p less than .01). Indications were for further research to explore the reason for this discrepancy. (BB)

ABSTRACT 9

EC 500 107 ED N.A.
Publ. Date Mar 69 5p.
Plowman, Paul D.
Programing for the Gifted Child.
Except Child; V35 N7 P547-51 Mar 1969

Descriptors: exceptional child education; gifted; educational programs; student evaluation; teacher attitudes; program administration; grouping (instructional purposes); classification; instructional technology; school districts